

1. What is our purpose?

To inquire into the following:

Transdisciplinary theme:

How We Express Ourselves

Central idea

People recognise important events through celebrations and traditions

Summative assessment task(s):

They will choose a celebration most familiar to them and place it in middle of concentric circles. (Pizza) Then they will draw pictures to represent other holidays and place them near or far from the centre to show how familiar or different they are.

Assessment Tools:

Checklists

Anecdotal

Performance (Live, video, photos)

Class/grade: Kindergarten

Age group: 5-6 years

School: Sample

School code:

Title: Celebrations

Teacher(s):

Date: All Year **Term 1 2011**

Proposed duration: Whole Year



PYP planner

2. What do we want to learn?

What are the key concepts (**form**, function, causation, change, connection, **perspective**, responsibility, reflection) to be emphasized within this inquiry?

Related Concepts:

Culture

What lines of inquiry will define the scope of the inquiry into the central idea?

How and why we celebrate

Different types of celebrations

Similarities and differences between various celebrations

Music associated with Celebrations

What teacher questions/provocations will drive these inquiries?

Provocations: What is a celebrations? Why do we celebrate x ? How do you

celebrate x ? What does a celebration look like? What is a tradition? What are your traditions? What do you do? wear? eat? play? Where do you go? Who is invited?

What does it mean to you? Why do you celebrate that or do that? Why do people

celebrate? Where is it celebrated? When does it happen? What time does it

happen? How long does it last? What do they do (eat, play, sing, dance, dress up,

make presents, decorate, play music etc)? What does it look like / sound like / feel

like? Who celebrates it? Who doesn't celebrate it (open-mindedness!!)? Why? What

traditions are important to the celebration? What is a tradition? What traditions

could we have for (birthdays). **What music/songs are specific to traditional**

Celebrations.

Learner Profile Focus

Open-minded and caring

3. How might we know what we have learned?

This column should be used in conjunction with “How best might we learn?”

What are the possible ways of assessing students' prior knowledge and skills?
What evidence will we look for?

Pre-Assessment:

What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?

Brainstorm of celebrations we know and how we celebrate them, discussion and mind map of different celebration.

Formative Assessment:

Yearly calendar of events and celebrations that students are involved in.

Summative Assessment:

They will choose a celebration most familiar to them and place it in middle of concentric circles. (Pizza) Then they will draw pictures to represent other holidays and place them near or far from the centre to show how familiar or different they are.

5. What resources need to be gathered?

What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

wall calendar, books, artifacts and pictures, foods, music, youtube videos

How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?

Connect to community events such as World Celebrates, Moon Festival and Tet
Celebration Wall Calendar for visual of upcoming celebrations

Indoor and outdoor games related to celebrations

Artifacts/Decorations in community (Tet), assemblies, Show and Share home traditions

~~Kitchen and homes to make and share special foods~~

Special Guests / Families to share celebrations/traditions of their country/culture

4. How best might we learn?

What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?

What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?

COMMUNICATION:

Show and share home traditions

Role-Playing opportunities

Special Guests and Stories to provide experiences, knowledge and inquiries

Learning songs and dances and playing percussion instruments to accompany music associated with celebrations (Moon Festival, TET, World Celebrates etc.)

Participating in celebration traditions (birthdays, Tet, Sports Day, Halloween, 100 Day)

Pictures, charts, graphs for reflections and consolidating understanding

RESEARCH:

Survey questions and interpreting data

Asking experts (~~ex. Jagravia's Mom about Diwali, Jackson's family about Thanksgiving~~)

THINKING:

Organizing knowledge / Comparison sorts using graphs and charts

Interpreting data collected

Reflecting on how traditions are similar and different within same celebration

SOCIAL SKILLS:

Being curious and courteous to traditions and celebrations that are new or different from our own.

-Listed elements of a birthday celebration and compared and contrasted with class and drew picture

-Venn Diagram: Choose 2 celebrations and compare and contrast (Kidspiration, draw or model)

-Writing/Drawing reflections after Celebrations: Moon Festival, Tet, Christmas, World Celebrates, Sports Day

-Special Guests: Parents/Family to speak on special events to follow inquiries (~~ex. Jagravia's Mom — Diwali and Festival of Colours, Emma's Mom — St. Patrick's Day~~)

-Artifacts from home for Show and Share to explore traditions important to our families (~~AWESOME for before December holidays!! ex. Simon puts a letter in his window and waits for a bell to ring, Nam puts a carrot in a shoe ... COOL!!~~)

6. To what extent did we achieve our purpose?

Assess the outcome of the inquiry by providing evidence of students' understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.

The questions and interests students took in celebrations that were new to them. Their curiosity, questions, requests for information and their interest in joining in on celebrations that were not part of their home life. Their wishes to add it to the Calendar, celebration wall and their enactment in drama and art activities

How you could improve on the assessment task(s) so that you would have a more accurate picture of each student's understanding of the central idea.

Prior Knowledge - Could have used picture cards to wander and note observations of various celebrations versus starting with 'birthdays'.

Formative – Calendar could perhaps be bigger as children with less fine motor control had trouble fitting words and pictures into the small boxes. Students could bring in more special events to list on the calendar instead of it being teacher directed.

Summative - Concentric circle summative task did provide the information needed by interviewing as to why they had placed various holidays close or far apart from the one they felt most familiar with

What was the evidence that connections were made between the central idea and the transdisciplinary theme?

The inquiry questions were relevant to ways people use various elements to express themselves during celebrations such as

Role-playing involved students making costumes, setting tables, using pretend candles and boxes as gifts to enact various types of celebrations

Their choice to express themselves in drama times, to make cards and various decorations etc. to celebrate, their request to celebrate things, their choice of books in libraries etc.

7. To what extent did we include the elements of the PYP?

What were the learning experiences that enabled students to:

Develop an understanding of the concepts identified in “What do we want to learn?”

PERSPECTIVE

- -Taking time to list questions as celebrations arose (~~listing questions for Jagravia's Mom before she came to visit~~) and questions resulting from experts/stories/youtube etc.
- Show and Share home traditions (stretched thinking on how we all do have home traditions special to our families that have similarities but also differences)
- AIS Celebrates the Gift of Giving (sharing of all different forms of music)
- Birthday chart comparing elements they had as part of their birthdays

FORM

- -special guests sharing elements of celebrations and traditions
- - visual graphs / charts and survey questions to sort and compare

FUNCTION

Demonstrate the learning and application of particular transdisciplinary skills?

- THINKING - sort and compare, listing inquiries before/after experiences
- RESEARCH - process of survey, listing inquiries and seeking out experts
- SOCIAL - to show curiosity in things we do not understand or know of
- COMMUNICATION - Role-playing celebrations, creating/making decorations and costumes, singing songs, learning greetings in new languages, presenting artifacts etc.

Develop particular attributes of the learner profile and/or attitudes?

- Open-Minded - respectful curiosity into how others celebrate special events
- Communicator - Why we have celebrations, reasons for them, the stories behind them

8. What student-initiated inquiries arose from the learning?

Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.

MOST EFFECTIVE TEACHER QUESTIONS/PROVOCATIONS:

What is a celebration? Why do we celebrate x ? Who celebrates x?

* Great to start Calendar/Celebration Wall and graph of who celebrates what

How do you celebrate x ? What does a celebration look like?

* Great to look at birthdays as we all celebrate it same way as class. Great to compare birthday parties as they are all a bit different. Great to get into a celebration that is only celebrated by a few in class such as Diwali this year. Great to have children be the experts we get to ask.

What is a tradition? What are your traditions? What do you do? wear? eat? play? Where do you go? Who is invited?

*This was even an eye-opener for me. So many important traditions to families of students in class. We learned so much about each other. Fantastic.

What does X mean to you? Why do you/they celebrate x? What does x tradition mean? What is the story behind it?

*Balance to keeping this meaningful and simplistic for student understanding but it is the question that brings out the depth of the meaning of a celebration and a tradition.

STUDENT INQUIRIES:

How does it (Thanksgiving) work? Is there things given to you? Do you give people things? Are you hungry? Do you dance? Is it fun?

What is it (Diwali)? Can you play games? Do you drive there? Is it special? Is there cake? Do you read a story?

Can we try it (sparklers)? Can we see what the dances look like?

Does the tooth fairy come see you?

What do you do with the carrot? What does the shoe look like (Sinta Klaas)?

Do you cut your hair?

Can I celebrate it (asked Mom and Dad to celebrate Hallowe'en - they supported him)?

Choosing books to know more about Kwanza

Asking questions after students shared traditions

Roleplay of meals, dragon dances, etc.

9. Teacher notes

Absolutely amazing unit of inquiry when integrated throughout the year.

The concepts, learner-profile attributes and transdisciplinary themes aligned and easily stayed at the forefront of the unit.

All year was a fantastic way to make it meaningful and relevant.

Integration of maths charts, calendars, graphs and venn diagrams provided visual comparisons that were added to throughout the year.

Added connection to all school events that have become traditions or are new traditions in this school.

Excellent opportunities to link with homes and to have families visit or prepare students to present as experts and share elements of themselves that helped us know and understand each other even more.

Good timing to do formative in and around Tet holidays. Students have grasp, can check and consolidate learning in prep for summative. Liked formative task.

-It really works nicely as an 'all year' unit. Made it possible to take advantage of parent guests, school assemblies, celebrations, timely Show and Share and allowed for relevant connections and meaningful reflections

-Show and Share just before Tet/Christmas holiday was super timing. We learned about lots of special and different traditions.

-Link to VLC & Vietnam holidays = very successful and relevant

-Link to Music = weak this year, more as add-on than depth.

-Link to Art would be fantastic to explore birthdays and create a reflection on this. This idea needs to be further developed with Jane.

-Be wary of when/how to time summative as end of year is sheer madness

-Tie in to year end class celebration with Now I Can jars (creating our own traditions was fun for birthdays)

-Nice to create own traditions too. Possible to create end of year and incorporate elements with class but be sure to plan time for this or include it as you reflect on various holidays through year so that you can prepare it as end of year is very busy.

-Assessment needs to be reviewed. Recommend: Prior Knowledge - Picture Card walk to connect and note their observations and questions, Formative compare 2 holidays you know well (to again reinforce elements of a holiday and how they are same and different, dates, seasons, songs, people and REASON for holiday), Summative - I had them choose one holiday and paste in middle of a circle, then use concentric circles to compare various other holidays to it - like a 'sliding scale'. Then, used a checklist to reflect and they shared why they had placed a holiday near or far. It was effective.

-This unit created awareness and open-mindedness and care for the